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ABSTRACT

According to this 1967-68 evaluation report, the Educational Service Center (ESC)--funded under Title III of the Elementary and Secondary Education Act--provided on-demand services to 29 northern, central, and western New Mexico school districts. In the document, 9 tables show the distribution and variety of ESC assistance in the areas of diagnosis of learning disabilities, guidance and counseling programs, curriculum development, adult education and community development, school evaluation and research, data-processing operations, preparation of proposals, inservice teacher training, school scheduling, and building plans. In addition, objectives of the ESC and narrative evaluations of its work (drawn by an evaluation consultant from trip records, testing reports, and evaluations by 23 superintendents) are presented with project conclusions concerning rural New Mexico children and schools in order to provide a foundation for proposals made for ESC's future and the establishment of intermediate school units among the 29 districts. (A related document is ED 020 818.) (BO)

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EVALUATION OF SERVICE ACTIVITIES UNDERTAKEN BY THE EDUCATIONAL SERVICE CENTER FOR THE PERIOD JULY 1, 1967 to DECEMBER, 1968

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FOREWORD

The purpose of this document is to delineate services given by the Educational Service Center during fiscal 1967-68 and the first five months of fiscal 1968-69. The additional five months' activities are included in order to reflect the change of emphasis in activities as a result of a curtailed budget and accompanying reduction in staff and to suggest only the scope of those activities to be continued into 1969.

It is hoped that the document will give a picture of the range of services provided by the Educational Service Center to the school districts of its area in an attempt to further constructive change in New Mexico education.

INTRODUCTION

The Educational Service was originally funded in 1966 to serve a variety of purposes primarily in the twenty-nine school districts comprising the New Mexico Research and Study Council but also to provide service to any other district in the area requesting its help. The New Mexico Research and Study Council is dedicated to improving education in New Mexico particularly in the rural areas in which most of these districts are located. Each Council district member pays a fee to belong. Thus the ESC shares a joint responsibility with its service districts to plan and organize the work of the Center. All services are strictly on a demand basis; services are rendered only upon receipt of a specific request from a district. The ESC does not initiate action but works to satisfy requests. However, in so doing, it has been the trend to put forward innovative methods of solving problems rather than following traditional practices, to reorganize staff, curriculum, methods, etc. in order to make the most effective use of existing resources in order to further the individualization of instruction at all levels. Both school districts and the ESC have sought to involve members of the various communities to a greater extent than heretofore.

The board of directors of the ESC, consisting of six superintendents, the past president of the ESC board, a member from the State Department of Education, a member from the University of New Mexico College of Education, and a member from the Albuquerque Public Schools well represent the diversity of educational and ethnic resources found in New Mexico. A map of the wide area of central, western, and northern New Mexico served by the ESC is to be found on Page 7 . In addition to the public schools of the area, the ESC also answers requests from the State Department of

Education, private schools, governmental agencies at all levels, and some schools outside the Council area.

During 1967-1968 the Center again was organized in three departments: psychological services, curriculum, and special projects and community action. The work of the psychological services division is primarily concerned with diagnosis of learning disabilities and is directed at individual children. It has also worked to help schools develop overall guidance and counseling programs. The other two divisions have given assistance in the following areas:

1. Curriculum development
2. Adult education and community development
3. School evaluation and research
4. Data processing operations
5. Assistance in preparation of proposals
6. In-service teacher training
7. Assistance with school scheduling and with building plans

The objectives of these activities were twofold: (1) to promote a climate for creative change in the school district and (2) to show teachers and administrators how to operate effectively in the new situation. The above efforts are directed at improving learning for groups of children in individual classrooms, in schools, and in districts.

The field activities of the curriculum and special services divisions are difficult to quantify as to their effects. Therefore a narrative evaluative section is included. Also the efforts of the psychological division in the area of assistance to guidance counselors and computer services have been included in this section. The majority of these services were not available to the districts prior to the funding of the ESC or were available only on a limited basis. An attempt to categorize those services most requested and enumerate which were utilized by each district is presented in the chart on page 48.

Testing activities can be counted and are summarized in the section devoted to testing. The majority of the ESC districts have never been able to afford any diagnostic services and no change in this respect is to be seen in the near future. It has been the ESC thrust this past year to provide comprehensive diagnosis for any child referred according to his evident needs using ESC staff primarily but referring to outside specialists where necessary and feasible.

Ninety percent of the children referred for testing are drawn from the family income level below $3,500 per annum. The proportion of Indian children referred is approximately 10% of the total; of Anglo children, about 15%; and of Spanish American, 75%. Thus the majority of referrals are of bilingual children.

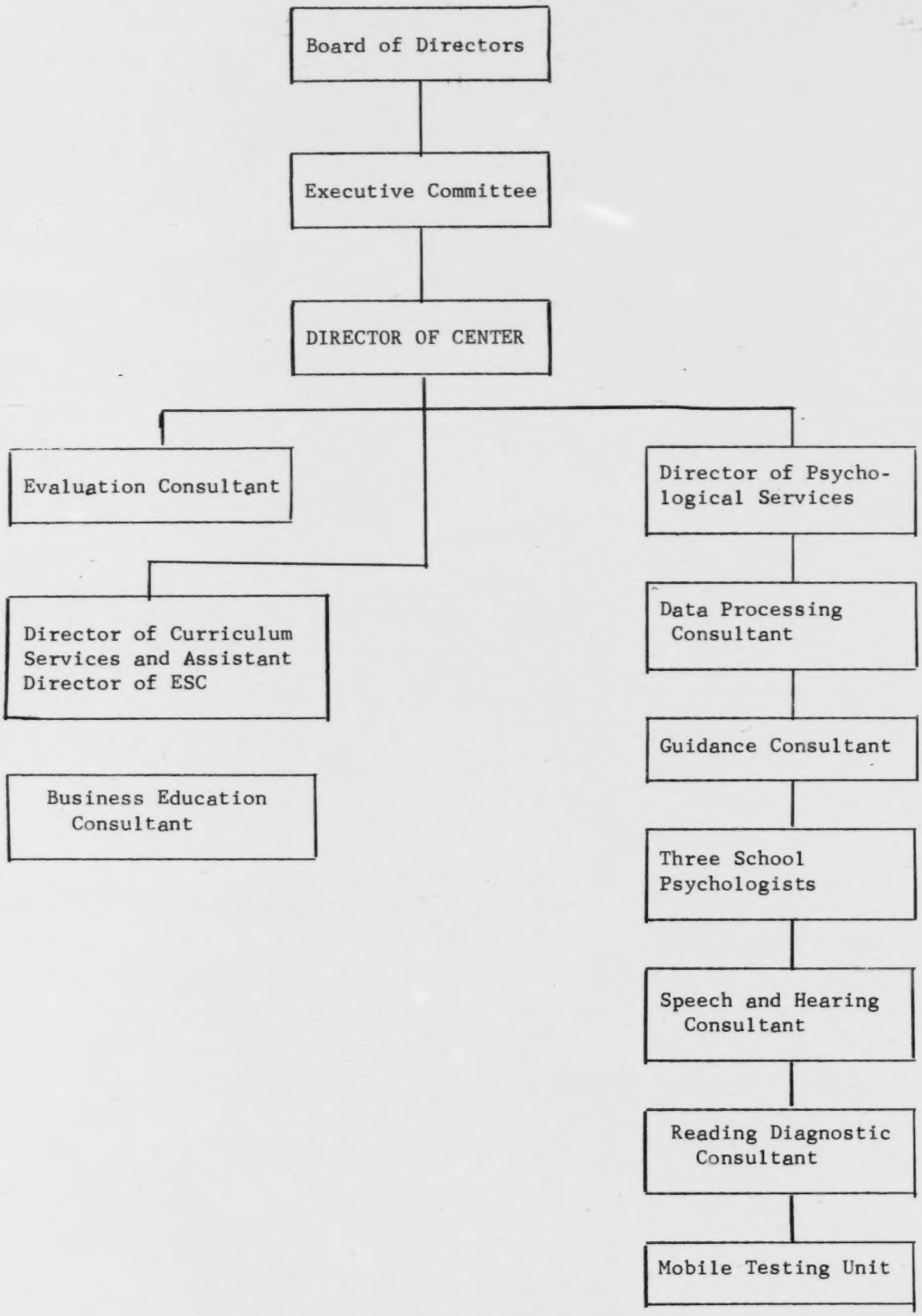
A wide variety of behavior and learning disabilities are seen by the staff members of the ESC. However, there appears to be a "typical" syndrome that prevails among the rural New Mexican children, especially those with a Spanish surname. This usually consists of poor receptive and expressive English language skills, perceptual-motor disabilities which in turn generally lead to reading disabilities and, of course, to a history of academic failure. This in turn generally leads to a rejection of education as a positive value and often results in mis-behavior which further aggravates the child's already precarious position in the school.

Most of these difficulties can be traced to a combination of cultural-language differences and poverty. There is much research available to support the thesis that cultural difference, rural isolation, and poverty (poor prenatal, post-natal care, malnutrition, etc.) usually lead to learning disabilities in children.

With the budget cut for fiscal year 1968-69, services have had to be sharply curtailed. The curriculum division has been eliminated with the exception of two specialists in vocational education and a specialist in school organization. The special projects division was cut to a single staff member providing data processing assistance. The psychological services division was retained and the current thrust has been in testing for individual diagnosis and in assistance to districts in developing guidance programs of their own. The present organizational chart is on page 5 . Consultant staff numbers ten plus the director. Visits to districts are now scheduled on a monthly calendar. Calendars for October through December of the current fiscal year are appended. (Although the fiscal year begins in July, school districts are not in session and requests do not build up until the middle of September. Part of the staff is on leave of absence during the summer months.

An evaluation consultant was employed for three months to compile the final evaluation report for fiscal 1967-68 and the first five months of fiscal 1968-69. Regular trip records and testing reports have been kept in order to facilitate final evaluation.

ORGANIZATIONAL CHART - 1968-69



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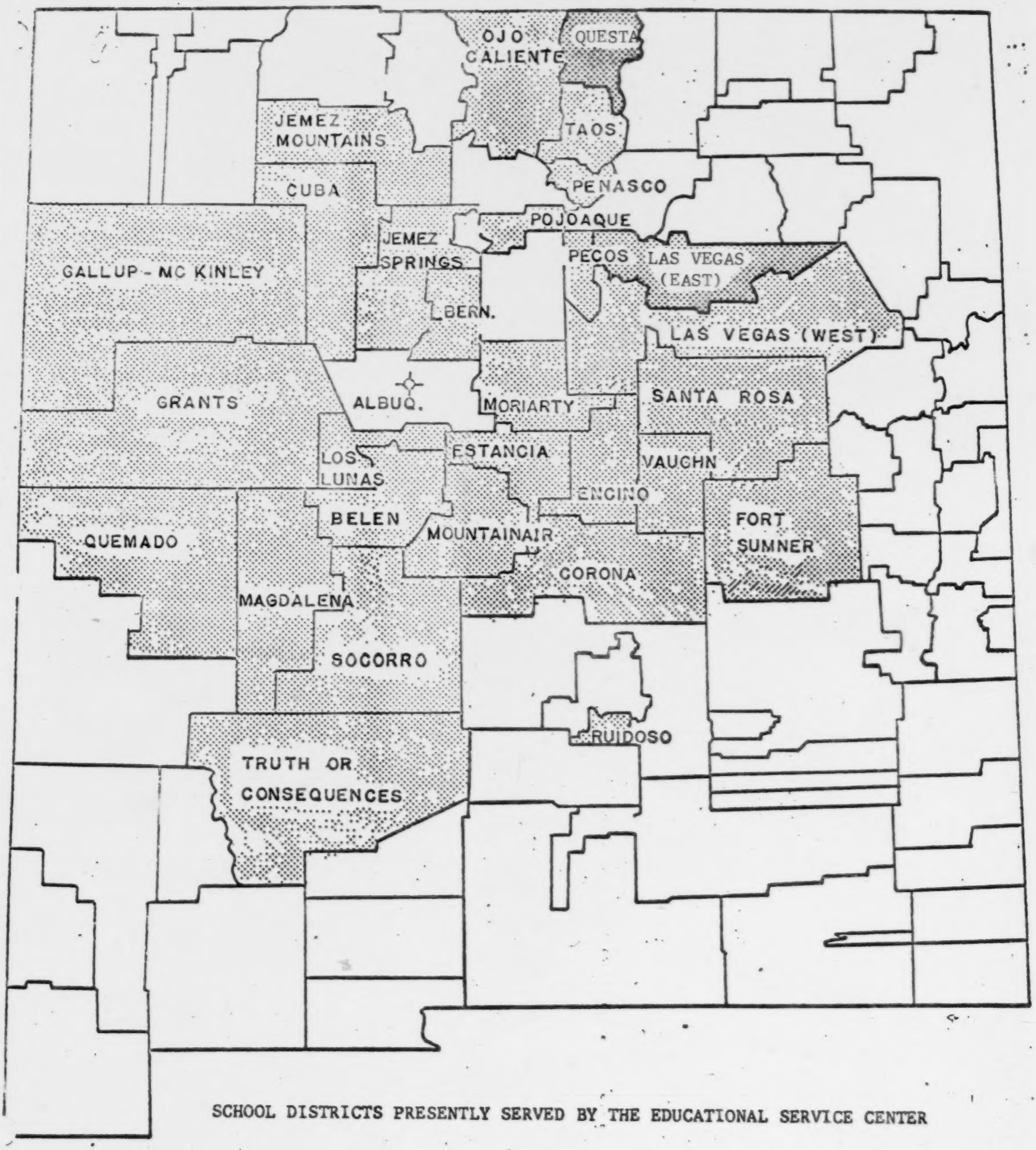

SCHOOL DISTRICTS PRESENTLY SERVED BY THE EDUCATIONAL SERVICE CENTER

TABLE I

ADM - FIRST 20 DAYS 1967-68 AND 1968-69-FOR SCHOOL DISTRICTS PRESENTLY SERVED BY THE ESC

District	Public Schools 1967-68	Public Schools 1968-69	Nonpublic Schools 1967-68	Nonpublic Schools 1968-69	Total Enrollment 1967-68	Total Enrollment 1968-69
Belen	3,271	3,214	350	330	3,621	3,544
Bernalillo	2,553	2,623	129	120	2,682	2,743
Corona	204	187			204	187
Cuba	718	815	146	139	864	954
East Las Vegas	2,912	2,817			2,912	2,817
Encino	172	166			172	166
Estancia	584	583			584	583
Ft. Sumner	661	660			661	660
Gallup	9,677	10,429	973	942	10,650	11,371
Grants	4,960	5,239	201	243	5,161	5,482
Jemez Mtn.	648	648	114	123	762	771
Jemez Springs	597	597	169	152	766	731
Los Lunas	2,906	3,008			2,906	3,008
Magdalena	609	639			609	639
Moriarty	602	616			602	616
Mountainair	500	504			500	504
Ojo Caliente	579	550			579	550
Pecos	748	834			824	834
Penasco	873	833	128	133	1,001	966
Pojoaque	1,081	1,122			1,081	1,122
Quemado	185	182			185	182
Questa	1,023	1,028			1,023	1,028

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District	Public Schools 1967-68	Public Schools 1968-69	Nonpublic Schools 1967-68	Nonpublic Schools 1968-69	Total Enrollment 1967-68	Total Enrollment 1968-69
Ruidoso	861	811			861	811
Santa Rosa	1,190	1,183	240	232	1,430	1,415
Socorro	2,094	2,115	214	156	2,308	2,271
Taos	2,901	2,986	286	226	3,187	3,212
T or C	1,388	1,363			1,388	1,363
Vaughn	349	306			349	306
West Las Vegas	2,605	2,674	216	211	2,821	2,885

Note: A number of parochial schools closed at the end of the 1967-1968 school year.

SYNOPSIS OF ESC FIELD ACTIVITIES ACCORDING TO DISTRICT

July 1, 1967 - December 1, 1968

SUMMARY TABLE SHOWING NUMBER OF VISITS MADE TO ESC SCHOOL DISTRICTS

July 1, 1967 - June 30, 1968

Notes:

1. Visits made to school districts not normally served by ESC are not included in the table

2. Any one visit to a school district may represent more than one day spent in that district. It is not uncommon for one trip to last two or three days in order to economize on travel time and costs. One or more staff may be involved in any one visit.

3. Visits are documented on trip summary forms filled out by staff members upon return from a trip.

4. Visits after July 1, 1968 are reflected in the testing summary and are not tabulated here since the two divisions primarily responsible for field activities were eliminated from the organization as of that date.

TABLE II

FISCAL YEAR 68 (July 67-June 68)
DISTRICTS VISITED MONTH--NUMBER

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Belen	2		3	6	8	2	6	11	5	12	8		63
Bernalillo			6	11	7	3	3	6	6	4	8		54
Corona			2	3	1		6	1	2	1	1	1	18
Cuba		1	7	7	4	3	5	9	2	3	3		44
East Las Vegas		2	3	4		2	4	17	5	4	5		46
Encino				2				1					3
Estancia			3	1	1		3		2		1		11
Ft. Sumner				1						3	1		5
Gallup		2	15	11	6	3	9	2	3	1	3	1	56
Grants		4		2			4	2	1	3	1	2	19
Jemez Mtn.		4	4	5	2		1			1			17
Jemez Spr.		3		2		1	2	1	1	3	1		14
Los Lunas	1	1	4	8	1	2		1	2	2	1		25
Magdalena		2	2		2		3	4	3				16
Moriarty			4	3	1		1	1		2			12
Mountainair			2		2		1			1	4		10
Ojo Caliente		1	1	2	3	1		1	3	1	5	1	19
Pecos				2	2	1	7	10	8	9	1		40
Penasco			1					1		2	3		7
Pojoaque	2			1	4		7	2	4	3			23
Quemado				4	4		1	1			3		13
Ruidoso		1		1			1		1				4
Santa Rosa			2	6	7	5	7	5	3	1			36
Socorro		1		4		5	3	2		3	6	1	25

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	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Taos	1	2			1	5		1	6	2	5		23
T or C		1		1		1	1						4
Vaughn		1	8	5	5		1	2	1	2			25
W. Las Vegas	2	2	2	7	4	1	6	7	1	4	3		39
TOTAL	8	28	69	99	65	35	84	91	62	68	66	6	681

In the synopsis of field activities, only activities which may provide change are included. Any errors or omissions are the responsibility of the writer. Much field work is necessarily exploratory and is not included in the summary.

BELEN	Visits	Students
	63	3,271

1. Departmental teams inaugurated in the Junior High School.

2. Belen is moving towards differentiated staffing under ESC guidance.

3. A 3 month experimental program in teaching typing to the 1st and 3rd grades was conducted.

4. Group counseling in-service training sessions were begun in January, 1968. Case conferences have been conducted at these sessions for the following purposes:

   a. To help counselors and other school personnel gain more insight into students' problems.

   b. To work out individual remedial programs for students with academic and/or adjustment difficulties in school.

   c. To locate and coordinate outside resource services for students where indicated.

5. Workshops for all social studies and language arts junior high school teachers were conducted and specific materials left in answer to staff queries.

6. ESC staff assisted in screening students and in setting up guidelines for a junior high school special education class in conjunction with University of New Mexico staff members and Belen school personnel.

7. Specific guidelines were prepared for counselors for grades 7-12 designed to meet the particular needs of the Belen schools. Much specific detail of guidance methods is provided.

8. An ESC staff member worked with the Business Education staff of the University of New Mexico College of Education in supervising student teaching.

9. Workshop for reading teachers was conducted under the auspices of the State Department of Education and in conjunction with Eastern New Mexico University. Materials were provided.

10. ESC staff participated in evaluations and program development for new special class in reading and language arts at the 7th grade level.

BERNALILLO	Visits	Students
	54	2,553

1. Teachers were assisted in the new language arts laboratory with methods of teaching remedial students and were helped to use the new materials purchased for the center.

2. A tutorial program orientation was given by 2 staff members.

3. Aid was given in evaluation of the Title I project.

4. A student computer scheduling workshop was conducted.

5. Children for a special education class at Santo Domingo Pueblo day school were screened.

6. ESC staff assisted in formulating improved guidance services at the junior high school level.

7. The use of the Turner Livingston reading series was demonstrated to remedial reading teachers.

8. ESC staff assisted in preparing a brochure about the district vocational education program.

9. Assisted the administration in computer-aided salary schedule generation and analysis.

10. 531 group test California Achievement Test batteries were scored, scores were converted to national norms and descriptive statistics were provided. Local norms have been prepared and an analysis made of group performance on individual sub-tests. ESC staff helped with dissemination and in-service training about test results. Teachers were given explanation and interpretation of test results. Press on labels were furnished.

11. 210 Nelson Reading Tests were scored, scores converted to national norms, and descriptive statistics provided.

CORONA	Visits	Students
	18	204

1. ESC staff assisted in introducing experiential reading into the first grade.

2. Teachers were helped to set up social studies units to correspond to reader levels in the elementary school. Levels had already been established during the previous year.

3. Materials for a resource center, approved for Title III funding, were suggested and lists compiled for purchase of such materials if and when the money was available. Staff of ESC helped draw up the Title III proposal.

4. Specific guidelines for counselors of grades 7-12 were prepared designed to meet the needs of the Corona district.

5. An ESC guidance consultant assisted a beginning counselor in initiating and implementing a guidance program.

6. 120 California Achievement Test Reading sub-tests were scored, scores converted to national norms, descriptive statistics furnished, and press on labels provided.

CUBA	Visits	Students
	44	718

1. ESC staff assisted in writing a school-community fine arts program to be funded by the Rockefeller Foundation. The project is to involve children from grades K-12 in all phases of the fine arts including plastic arts, drama, music, dance, with special emphasis on folk arts and crafts and drawing upon the hereditary cultural traditions of both the area and the cultures present.

2. An ESC staff member assisted a 6th grade teacher to individualize reading for the members of her class. The actual selection and purchase of paper back books was done by the ESC staff member.

3. The high school staff was assisted in planning for modular scheduling begun in September, 1968. Specific materials, techniques of teaching, sample curricula were suggested in connection with the innovation.

4. Follow up work with elementary teachers who were new to the demands of an ungraded system was provided.

5. Workshops were conducted to demonstrate new and pertinent social studies materials for the elementary grades such as the SRA economic program for grades 1-3, the Silver Burdet primary pictures, the Benefic Press books for the primary grades, etc. Subsequently many of these materials were purchased. Prior to this time almost no social studies was taught in the primary grades. A sequential integrated program for grades K-6 was suggested. The same consultant was also called upon for the 7-12 program and was able to help the State Department of Education personnel in continuing to suggest sequenced follow up to the elementary school program.

6. Staff helped to initiate the use of computer generated student scheduling in grades 7-12.

7. A staff member conducted a class in Current Reading Practices under the auspices of New Mexico State University for credit at the request of elementary teachers. She followed up with much individual teacher assistance both with specific materials and with demonstration teaching.

8. Specific guidelines for counselors were prepared for grades 7-12 to meet the needs of the Cuba district.

9. Instruction in group counseling techniques was given and a program of group counseling sessions was set up.

10. A staff member acted as a regular reading consultant every two weeks at the elementary level.

11. A curriculum workshop was held in Cuba in which 2 ESC staff members participated.

12. The Cuba district was helped to set up a system-wide testing program.

13. The counselor was assisted in administering group test to all students in grades 7-12 for the purpose of diagnosing reading and language difficulties.

14. 283 Diagnostic Reading Tests were scored and discriptive statistics provided.

15. 195 S. T. E. P. tests were scored, scores converted to national norms, local norms were calculated, and descriptive statistics provided.

EAST LAS VEGAS	Visits	Students
	46	2,912

1. Staff helped initiate computer generated student scheduling at the secondary level.

2. Assistance was given in reevaluating children in special education, remedial, and emotionally disturbed classes.

3. A constructive criticism of the program for the emotionally disturbed was written to provide guidelines for altering the program.

4. Assistance was given in ungrading the Gallinas Elementary School.

5. Assistance was given in setting up an extensive program of follow up for grade and junior high school dropout prone students.

6. The junior high school counselor was encouraged to shift from a primary emphasis on sweep testing to an emphasis on provision of some vocational and occupational counseling.

7. A staff member acted as a regular reading consultant.

8. Materials were suggested for the inclusion of economics in the total school program.

9. 668 California Tests of Mental Maturity were scored, scores converted to national norms, and descriptive statistics and press on labels provided.

10. 910 Cooperative English Tests were scored and discriptive statistics provided.

ENCINO

Visits
3

Students
172

1. A pre-test screening was conducted for children who were to participate in a Title IV language arts program. This included testing the entire school population with STEP and SCAT group tests at the secondary level and individually with the Peabody Picture Vocabulary Test and the Columbia Mental Maturity Test in grades 1-6.

2. Tutoring materials were provided for new tutorial project.

3. Curriculum assesment of the school programs was conducted at the request of the district.

4. A workshop and demonstration of teaching materials development was conducted.

5. Assistance was given to counselor and principal in preparation of guidelines for initiating and implementing a guidance program.

6. ESC staff consulted with the counselor about general ability testing and aided counselor in administering group tests to all students in grades 7-12.

7. 110 S.C.A.T. tests were scored, scores converted to national norms, local norms calculated, and descriptive statistics furnished.

8. The superintendent, principal, and counselor were helped in developing plans for a system-wide testing program.

ESTANCIA	Visits	Students
	11	584

1. Staff participated in a workshop for the Torrance County Community Action Program on child development.

2. Assistance in evaluating the kindergarten program was given.

FORT SUMNER	Visits	Students
	5	414

1. Staff helped initiate computer generated student scheduling at secondary level.

2. At the school's request assistance was given in preparation of the elementary school ungrading for next year.

3. Specific reading materials were sent at the request of first grade teachers.

4. Currently assistance is being given to the guidance staff to set up vocational group counseling sessions for spring, 1969, semester.

5. A language and reading workshop was conducted with demonstration of current materials.

6. Individual help is being given to remedial reading teachers at both elementary and secondary levels in techniques of classroom evaluation; diagnostic teaching materials and on-going supervision are being provided.

7. Assistance was given in planning for a vocational education building.

GRANTS	Visits	Students
	19	4,960

1. Assistance was given in Title I project evaluation.

2. Staff assisted in initiating computer generated student scheduling at the secondary level.

3. An ESC staff member addressed new teachers during orientation and offered material concerning teaching Indian children and the cultural differences between Navajo and Anglo societies.

4. Assistance was given in reevaluating students in the Grants Special Education program.

5. Materials were demonstrated, recommended, and provided for two children in special education.

GALLUP	Visits	Students
	56	9,677

1. Staff helped initiate computer generated student scheduling at the secondary level.

2. A day long workshop was conducted in teaching remedial reading for all remedial teachers of the district for both public and Bureau of Indian Affairs schools.

3. Assistance was given in pre and post testing, teacher training, and materials preparation for the Gallup Indian Dormitory special intensive English Language Program.

4. The staff of Washington Elementary School was helped to ungrade and follow up was provided for testing individual pupils for replacement at reading levels.

5. A staff member assisted with the State Department of Education district evaluation in the social studies area.

6. Crownpoint High School was aided in setting up a modified ungraded system.

7. Fifteen workshops in elementary social studies for all teachers in grades 1-6 were given. New materials were demonstrated. Four of the workshops were held in Gallup for city teachers and the rest were held in six outlying rural areas.

8. Children at Zuni High School were screened by individual testing for continued participation in a remedial reading program.

9. Children were screened at one Zuni Elementary school through individual testing for participation in psychiatric counseling.

10. Sample units in social studies for grades 1-6 were provided and an integrated continuous progress curriculum was written for the elementary social studies including suggestions for materials and bibliography.

11. Gallup was assisted in moving towards program budgeting and cost accounting.

12. In-service training was provided for teachers and aides of a summer Head Start program.

13. An ESC staff member gave a demonstration and provided materials for teaching the meaning of idioms in 4 pilot classroom and for developing appropriate attitudes and mind-set for figuring out untaught idioms.

14. Materials in economics teaching for grades K-12 and for adult education were provided.

15. Suggestions were made for a business education curriculum for grades 7-12.

16. Staff participated in evaluation of Headstart students.

17. Assistance was given in re-evaluating special education students.

18. 6482 California Achievement Tests were scored, scores converted to national norms, descriptive statistics and press on labels furnished. In addition, local norms were calculated, an analysis was made of group performance on individual sub-tests, visual aids were prepared to explain test results, and all teachers are having test results explained and interpreted.

19. 3287 California Tests of Mental Maturity were scored, scores converted to national norms, and descriptive statistics and press on labels provided.

JEMEZ MOUNTAIN | Visits 17 | Students 648

1. Lindrith Elementary School was aided in ungrading.

2. Specific guidelines were prepared for counselors in grades 7-12 to meet the particular needs of the district.

3. A new counselor was helped to develop a guidance program for grades 7-12.

4. Instruction was given in group counseling techniques and staff was helped to set up a program of group counseling sessions.

5. Currently the staff is being assisted in developing individual computer generated student schedules.

6. In two elementary schools materials were provided and a workshop held with follow up assistance for a program using teacher aides to provide remedial reading tutoring to small groups.

7. Supplementary books for high school reading were loaned. Assistance was given to the remedial language arts teacher in program development and interpretation of innovative techniques for teaching language arts skills.

JEMEZ SPRINGS	Visits	Students
	14	597

1. ESC staff participated in a workshop on child development for educational personnel of the Jemez Valley area.

2. Aid was given in planning a summer reading program. Two day long workshops with follow up support for teachers were provided.

3. Help was given to a business education teacher with suggestions for effective methods. Suggestions for a business education curriculum to meet student needs have been made.

4. Assistance in planning business education facilities for the new high school was given.

5. Two tutorial workshops for high school students acting as tutors for junior high students were conducted in the fall of 1967 and of 1968.

6. ESC staff helped with planning the new high school.

7. Staff assisted with initiating computer generated student schedules.

8. 596 California Achievement Tests were scored, scores converted to local norms, descriptive statistics and press on labels provided.

9. 34 California Tests of Mental Maturity were scored and the services listed in item 8 provided.

LOS LUNAS	Visits	Students
	25	2,906

1. Staff helped initiate computer generated student scheduling at the secondary level.

2. Staff participated in a pre-school conference.

3. Los Lunas is using a staff development concept of multi-cultural awareness and community involvement with ESC consultation and aid.

4. A proposal was prepared designed to reduce communication barriers between two New Mexico school districts through in-service training of teachers with the goal of promoting a cohesive multi-cultural community.

5. Materials and tutor orientation were provided for a new tutorial program.

6. An in-service workshop was conducted for administrative staff on data processing.

7. Two workshops were conducted to help with program development for special education class and to give support to teacher in attempting a new technique, a life experience approach to teaching reading.

8. Assistance was given in developing models for salary schedules by use of a computer.

MAGDALENA

Visits
16

Students
609

1. Help was given in setting up a tutorial program in reading at the high school level.

2. ESC staff assisted with a pre-school conference.

3. Demonstration teaching of reading was provided and follow up materials for use in the elementary classroom were sent.

4. Teacher orientation was given and materials provided for language developmetn techniques and methods for teaching English as a second language for the pre-first grade.

5. Orientation, assistance with materials preparation were given a teacher-aide working with a remedial reading teacher.

MORIARTY

Visits
12

Students
602

1. Specific guidelines were prepared for the counselor of grades 7-12 to meet the particular needs of the district.

2. With the assistance of an ESC staff member, the guidance program is being effectively implemented.

MOUNTAINAIR

Visits
10

Students
500

1. Guidelines were prepared for the counselor of grades 7-12 to meet the particular needs of the district.

2. A reading and language workshop was conducted with presentation of current materials already purchased by the district.

3. In answer to a request economic materials for grades K-12 were provided.

4. An analysis of the reading levels of all students is being made and a plan is being developed for a system wide reading program.

OJO CALIENTE

Visits
19

Students
579

1. Guidelines for the guidance personnel in grades 7-12 were prepared to meet the needs of the district.

2. Currently assistance is being given the superintendent, who is also a qualified counselor, in a guidance program and in trying to help him locate a counselor.

3. Pre and post tests, the Peabody Picture Vocabulary Test and the Columbia Mental Maturity Scale, were given individually to children in a summer, 1968, Head Start program. Also the First Grade Screening Test was given.

4. Assistance has been given in evaluating individual children in reading and individual prescriptions for teaching them have been prepared.

5. 343 California Achievement Tests were scored, scores converted to national norms, and descriptive statistics and press on labels provided.

6. 343 California Tests of Mental Maturity were also scored and the same data as above provided.

7. Assistance was given in preparing a brochure on the new school showing before and after pictures.

PECOS	Visits	Students
	40	748

1. The ESC staff conducted a total school evaluation at the request of the district administration.

2. Staff gave help in screening children for a possible additional special education class and in reevaluating those in the existing special education class.

3. The administration moved the special education class back to the central campus instead of using a site several miles away on the advice of ESC consultants.

4. Guidelines were prepared for guidance personnel in grades 7-12.

PENASCO	Visits	Students
	7	873

1. New counselor has been assisted in setting up a comprehensive guidance program. The emphasis has been changed from sweep testing of every pupil every year to discriminating use of test results with tests given at reasonable intervals in a pupil's school career, to group and individual counseling, and to technical and vocational counseling.

2. Currently the ESC staff is working with district personnel to initiate group vocational counseling sessions for spring semester, 1969.

3. 246 Iowa Tests of Basic Skills were scored, scores converted to national norms, and description statistics provided.

POJOAQUE

Visits
23

Students
1,081

1. Remedial reading programs for individual pupils were planned with the teaching staff upon completion of testing.

2. Orientation in innovative methods of teaching reading skills in a remedial setting was given.

3. 259 Lorge - Thorndike intelligence tests were scored, scores converted to national norms, and descriptive statistics provided.

4. 285 Stanford Achievement Tests were scored and the same data as above provided.

QUEMADO

Visits
13

Students
185

1. Currently assistance is being given for ungrading the elementary school.

2. Currently aid is being given with a study to initiate modular scheduling at the high school level.

3. Currently ESC staff is working with school personnel to develop a guidance program at the secondary level.

4. Suggestions for a school testing program were made to the administration and follow-up is being conducted in this area.

QUESTA	Visits	Students
	10	1,023

1. A workshop was conducted in elementary social studies with presentation of current materials particularly suited to a bilingual district. A previous visit had revealed a lack of continuous social studies curriculum particularly at the primary level and suggestions were made to help develop an integrated elementary program.

2. Guidelines were prepared for the guidance personnel of grades 7 - 12.

3. The district was convinced of the value of a counselor to the overall school program.

4. Currently the district staff is being helped initiate group vocational counseling sessions for the spring semester, 1969.

RUIDOSO	Visits	Students
	4	861

1. Currently ESC staff is working with the district to plan for the establishment of a special education program.

2. Counseling and guidance consultants conducted exploratory discussions with district guidance personnel concerning their testing program.

3. An ESC staff member took a physical education specialist to the district to work with school staff revising the physical education and health education program.

4. Reading materials were loaned for use in the elementary grades.

SANTA ROSA

Visits
36

Students
1,190

1. ESC staff helped the district set up a type of team teaching at the junior high school level.

2. An ESC staff member worked with a remedial reading teacher to develop and write a supplementary remedial reading program for grades 5-7. Many specific suggestions for inclusion in the program were given and incorporated in the final written curriculum.

3. A language and reading workshop was conducted with presentation of new materials and techniques.

4. A workshop was conducted to demonstrate how to develop tapes for elementary classroom use.

5. A staff member acted as a regular reading consultant every two weeks for the junior high school.

6. A demonstration of the experience approach to teaching reading to slow learners was given.

7. The staff was assisted in developing techniques for on-going evaluation of reading teaching.

8. Initial screening was done for the formation of a special education class.

9. ESC staff worked with Highlands University staff in implementing recommendations from a year-long workshop.

SOCORRO	Visits	Students
	25	2,094

1. The school district was encouraged and aided in initiating a plan whereby specific high school students could attend classes at the New Mexico Institute of Mining and Technology and receive college credit.

2. The guidance counselor was assisted in implementing guidance program which had previously been established.

3. Suggestions were formulated and recommendations made for the guidance counselor in organizing and establishing group counseling techniques.

4. The school counselor and other personnel were aided in preparing curriculum for a high school occupations course currently being offered students.

5. ESC staff cooperated with teachers and administrators in exploring the possibilities for adopting an ungraded type of organization for teaching reading.

6. Materials were prepared for selected disabled readers and individual prescriptions made for these childrens' programs.

7. Materials for economic education at the junior high school level were provided.

8. Suggestions were made for coordinating the junior high school typing instruction with the language arts program.

TAOS	Visits	Students
	23	2,901

1. ESC staff participated in the orientation of new teachers.

2. ESC staff participated in a workshop on New Trends in Secondary Education.

3. Assistance was given in preparing the Taos school district for North Central evaluation the fall of 1968.

4. Reevaluation of the majority of special education students was carried on.

5. Guidelines were prepared for counseling personnel for the junior high school.

6. Instruction in group counseling techniques was provided for the elementary counselor.

7. A reading and language workshop was conducted with presentation of new materials.

8. Materials and recommendations were given for inclusion of economics in the curriculum in grades K - 12.

9. 830 California Achievement Test batteries were scored, scores converted to national ncrms, and descriptive statistics and press on labels provided.

TRUTH OR CONQUENCES	Visits	Students
	4	1,388

1. Currently the ESC guidance consultants are working with the elementary counselor in an effort to organize, establish, and implement a guidance program.

2. Instruction in the techniques of group counseling was given and help given in setting up group counseling sessions.

3. Individual teaching prescriptions have been prepared for reading and spelling instruction of selected severely disabled readers.

4. Currently plans are under way for the screening of 30 children for possible placement in a special education class.

5. Worked with the school district and Carrie Tingley Hospital to find some way of securing money to improve the educational facilities at the hospital. Efforts, however, were unsuccessful.

VAUGHN	Visits	Students
	25	349

1. Assistance was given to the guidance counselor and to the industrial arts teacher toward the integration of a vocational guidance program aimed at the slow students who are enrolled in the industrial arts program.

2. Aid was given to the business education teacher in setting up a vocational education program and in planning the business education facilities for a new school.

3. The staff also helped plan the industrial arts facilities for the new school and worked in planning an industrial arts program.

4. Demonstration and interpretation of the value of new materials for teaching reading to students evaluated earlier was given.

5. Consumer economics materials were explained and loaned.

6. A workshop in tutoring mathematics, reading and English as a second language to children in a Migrants Program was given for paid paraprofessionals. Materials were provided and demonstrated and follow up support was furnished.

WEST LAS VEGAS

Visits
39

Students
2,605

1. The ESC staff helped the district establish cooperative special education with three other school districts and the New Mexico State Hospital.

2. The staff helped the district prepare for North Central evaluation in the spring of 1968.

3. An ESC staff member consulted with a district consultant about using AAAS science materials in the elementary school with the materials adopted initially for grades 1 and 2.

4. The staff is helping the district prepare plans for a cultural-scientific learning center.

5. The staff assisted the elementary and junior high school counselors in implementing a guidance program which had previously been proposed.

6. Screening was done for a special education class.

7. Assistance was given in correlating specific mathematics and English classes with business education and industrial arts classes. An effort was made to encourage the introduction of economics into the total curriculum.

8. 1350 California Achievement Test batteries were scored, scores converted to national norms, and descriptive statistics and press on labels provided.

Field work in districts outside of ESC service area.

1. ESC staff assisted with the Truchas Pre-School Conference.

2. Industrial Arts program recommendations were made for Truchas.

3. Staff helped the Truchas Presbyterian Day School with reading and arithmetic materials for the new ungraded organization.

4. ESC acted as co-sponsors of a Language Arts Workshop with the Albuquerque Public Schools.

5. Staff assisted with an Indian Education Workshop at the University of Albuquerque.

6. Staff assisted with the North Central evaluation of the Farmington, New Mexico schools.

7. Staff helped Albuquerque prepare for a bilingual program whether the district received U.S.O.E. support or not.

8. Staff participated in the Conference on Higher Education in the United States.

9. The Clayton School district North Central evaluation particularly in the field of technical vocational arts was participated in by one staff member.

10. Staff assisted in establishing a remedial reading laboratory at Dulce.

11. The remedial reading teacher at Mora was aided in setting up a program.

12. 900 Stanford Achievement tests were scored and descriptive statistics provided for the Hatch school district at the request of the State Department of Education.

13. Currently a staff member is working with the Dulce district to explore possibilities for obtaining help with speech therapy.

SUMMARY OF FIELD ACTIVITIES WITHIN ESC DISTRICTS

Table III on the following page gives a summary of the main activities carried on by ESC staff in each district. It is not exhaustive as some requests were of an isolated nature and do not fall into any category. Moreover, in some districts help in several areas of a given category was requested, e.g., assistance with ungrading the elementary school and with modular planning for the high school. Both are in the area of school reorganization but are included in the chart as a single operation. Often workshops in several academic fields were presented but again, a single check stands for the total number. Detailed information may be found in the descriptive narrative of field activities.

TABLE III

SUMMARY OF FIELD ACTIVITIES BY DIST

	School Program Evaluation	Curriculum Assistance	School Reorganization Scheduling	Test Scoring and Interpretation	Guidance Programs	Orientation Workshops Conferences	Computer Use for Data Processing and Scheduling	Screening for Special Programs
Belen		1	1		1	1		1
Bernalillo	1	1		1	1	1	1	1
Corona		1		1	1			
Cuba		1	1	1	1	1	1	
E. Las Vegas	1	1		1	1		1	1
Encino	1			1	1	1		1
Estancia	1					1		
Ft. Sumner		1	1		1	1	1	
Gallup	1	1	1	1		1	1	1
Grants	1					1	1	1
Jemez Mtn.		1	1		1		1	
Jemez Springs		1		1		1	1	
Los Lunas		1	1			1	1	
Magdalena		1				1		
Moriarty					1			
Mountainair		1			1	1		1

TABLE III

SUMMARY OF FIELD ACTIVITIES BY DISTRICTS

Curriculum Assistance	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
School Reorganization Scheduling	1	1			1	1	1	1	1	1	1	1	1	1		
Test Scoring and Interpretation		1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Guidance Programs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Orientation Workshops Conferences	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Computer Use for Data Processing and Scheduling				1	1	1	1	1	1	1	1	1	1	1		
Screening for Special Programs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Tutorial and Aides Orientation			1	1	1	1	1	1	1	1	1	1	1	1	1	1
Proposal Help				1									1			
Assistance with Building Plans					1				1							
Provision and/or Demonstration of Teaching Materials and Methods	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

	School Program Evaluation	Curriculum Assistance	School Reorganization Scheduling	Test Scoring and Interpretation	Guidance Programs	Orientation Workshops Conferences	Computer Use for Data Processing and Scheduling	Screening for Special Programs	Tutorial and Aides
Ojo Caliente				1	1			1	
Pecos	1		1		1			1	
Penasco				1	1				
Pojoaque		1		1	1				
Quemado			1		1				
Questa		1			1	1			
Ruidoso		1			1			1	
Santa Rosa	1		1			1		1	
Socorro		1	1		1				
Taos	1	1		1	1	1		1	
T or C					1			1	
Vaughn		1				1		1	
W. Las Vegas	1	1	1	1	1			1	

													Assistance
1				1	1			1			1		School Reorganization Scheduling
1			1						1	1		1	Test Scoring and Interpretation
1		1	1	1		1	1	1	1	1	1	1	Guidance Programs
	1		1		1		1						Orientation Workshops Conferences
													Computer Use for Data Processing and Scheduling
1	1	1	1		1	1					1	1	Screening for Special Programs
													Tutorial and Aides Orientation
1		1											Proposal Help
	1												Assistance with Building Plans
	1	1	1	1	1	1	1		1			1	Provision and/or Demonstration of Teaching Materials and Methods

MULTIDISTRICT ACTIVITIES INCLUDING
CONFERENCES, WORKSHOPS, AND REPORTS

1. ESC staff developed Mobile Programs for Small Rural Schools. The pilot project has served Moriarty, Estancia, and Mountainair with a mobile unit equipped to teach basic electricity and electronics during the spring semester of 1967-68. A proposal to broaden the area to six other rural counties was prepared with staff help but was not funded.

2. The same electronically equipped bus is to be used this year to furnish adult education courses in electronics in the Estancia, and Mountainair districts.

3. The staff has prepared an N.I.M.H. proposal to train counselor aides for the rural districts of New Mexico with the dual objectives of providing additional mental health paraprofessionals in areas lacking them and also of training indigenous personnel in job entrance skills in the mental health fields.

4. A proposal for research in Community Mental Health was prepared and presented to N.I.M.H.

5. A proposal for the Indian Community Action Program was prepared which has since been funded and activated. This proposal was wholly prepared by ESC staff at the request of the University of New Mexico and no other agency was involved.

6. Staff assisted in the preparation of a State Vocational Education plan.

7. ESC staff supervised the preparation of a report on Designing Education for the Future which was written by ESC staff members. The report concentrated on an inquiry into research and data collection among specific state agencies.

8. A summary was prepared for a state wide conference on the fine arts held at Las Cruces in March, 1968.

9. Staff members assisted in the evaluation of the State Department of Education in May, 1968.

10. Staff assisted in planning educational finance bills for the 1969 legislative session.

11. Staff assisted in planning for the educational assessment of the State of New Mexico for the New Mexico Legislative Council.

12. A consultant was provided for an electronics workshop held at Eastern New Mexico University in the summer of 1968.

2 OF 2
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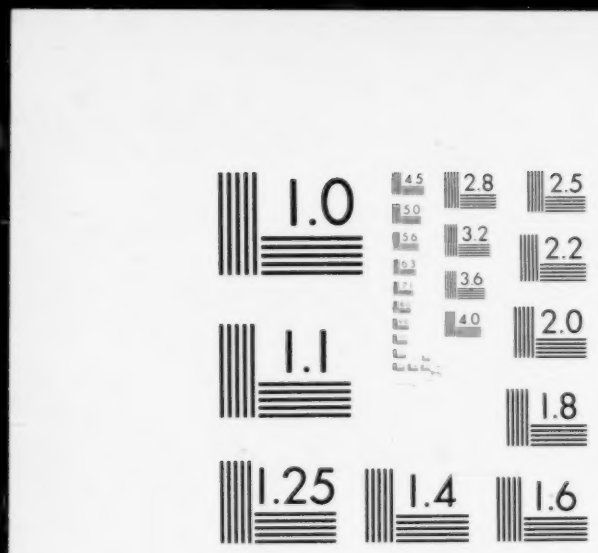

13. One staff member was provided as president of the LULACS to act as liaison among various Spanish-American groups, the Anglo community, and the bilingual program of the federal government headed by Armando Rodriquez.

14. Members participated in panel discussions at the New Mexico Council of Social Studies state convention in the spring of 1968.

15. Cooperation and liaison with school districts was afforded to the University of New Mexico Medical School staff in establishing a medical team to provide medical screening visits to six rural districts with no local medical services. The districts served were Estancia, Cuba, El Rito, Jemez Mountain, Encino, and Pecos. A total of 159 children were seen of whom 46 were considered to have serious or otherwise important disorders and these were referred to private physicians or to other agencies for further diagnosis or therapy. Nineteen children were found to have minor problems. Just as important 78 children were found to have no organic basis for their learning problems. A complete report of the team's activities and findings may be found in Appendix B. As an aftermath of this program the UNM Medical School has secured a Sears-Roebuck grant to provide a specially trained nurse to work in the already established clinic in Estancia. This clinic has lost its resident physician and has no current hope of obtaining another. It is thought that a nurse could provide care for minor medical problems.

16. The Psychological Services personnel have worked closely with the Title I staff of the State Department of Education acting as liaison between the Department and the school counselors in helping further the education of migrant children.

17. Elementary art guidelines were prepared under ESC sponsorship and distributed to the districts. The report included rationale and specific grade by grade art activity suggestions with detailed instruction for implementing art projects.

18. Staff participated in both the State Guidance annual meeting and the statewide counselors' meeting.

19. The ESC sponsored a conference on teaching bilingual children in both Spanish and English in March, 1968; Mr. Victor Cruz Aedo addressed supervisors and teaching personnel from all ESC rural districts with Spanish-American bilingual students and teachers. He demonstrated the program he directed in the Independent School District outside Laredo, Texas, and left samples of much of the non-copyrighted material he has developed for teaching such children for distribution in the ESC districts. Mr. Cruz Aedo is nationally recognized for his work.

20. Several districts requested and were given workshops in the use of audio-visual equipment already owned by the schools.

21. Tutor orientation workshops and provision of tutoring manuals were presented for the following districts:

a. Santa Fe at the College of Santa Fe.
b. Vaughn in connection with the migrant tutoring program.
c. El Paso for 55 VISTA tutors.
d. Estancia
e. Numerous meetings in Albuquerque with a total of over 300 tutors oriented and provided with tutoring materials.
f. Jemez Valley.
g. Magdalena
h. Encino for VISTAS.
i. Moriarty for VISTAS.
j. Cuba.
k. Espanola.

22. With the establishment of the Measurement Service Center at the University of New Mexico, the ESC ceased to offer test-scoring services to participating school districts. The technology developed in this area during the first two years of operation of the ESC was handed over to the Measurement Service Center, and some staff effort is still being put forth in an attempt to further the goals of the organization. At the present time, ESC staff is engaged in assisting participating school districts in more complete utilization of test scores and in the further refinement of test data such as the development of local test norms, the use of differential group test data, and the presentation and interpretation of the results of the testing program to the school's administrative staff.

TESTING ACTIVITIES

School districts served by ESC continue to lack many supplementary services. Diagnostic services for children experiencing learning and related problems and the prescription of appropriate remedial action are almost uniformly lacking. Cost of these services has, of course, been a primary factor for excluding such services from rural school district budgets. Therefore, a large backlog of cases has built up which the first year of ESC activities was able only to dent. The past year has again been spent in conducting a large number of learning problem evaluations.

The use of the testing mobile unit has greatly increased the efficiency of the psychological services personnel. In addition to being able to test three pupils simultaneously, it has allowed for cross referral to the speech therapist and/or reading diagnosis specialist on a second testing visit to the district when a sufficient number of such referrals has accumulated.

The emphasis is now on total evaluation of individual children to facilitate a comprehensive attack on their learning problems. Referrals to appropriate specialists and agencies have been made and in some cases therapeutic treatment has been obtained through the efforts of ESC staff members where such treatment is beyond the resources of the family involved.

Follow up efforts have been intensified. All but a fraction of the testing subjects have been discussed in case conferences. Emphasis has been placed on meeting with parents whenever possible and with counselors, nurses, and teachers in order to modify a child's home and school environment to his particular learning problems. In fact, two school districts

have initiated formal case conference sessions attended by all staff concerned with the student under study in order to organize a total approach to a pupil's problems. Teaching and diagnostic materials have been developed by ESC staff at the request of teachers and designed for specific children or types of learning problems. A list of such materials may be found in the sections treating speech and hearing and reading testing.

Testing data are presented in tabular form. The fiscal year 1967-1968 plus the five months from July 1, 1968 to December 1, 1968 showing the number of tests administered and the number of children tested by district is shown in Table IV. All but three of the twenty-nine districts availed themselves of some type of testing service. One of the three which did not request testing services had already had all elementary and high school children screened for reader level in the previous year and individual testing done where it was felt necessary; the second district is new to the New Mexico Research and Study Council and has concentrated on securing curriculum and guidance help. All three currently have requests forwarded for individual testing for the spring schedule.

The services are being used to better advantage in that many children in Head Start and pre-school programs are being screened and preventive measures can be taken to correct existing deficiencies before the start of formal schooling. Also the largest number of referrals came from Special Education classes to determine (1) specific learning disabilities and concomitant recommendations for teaching and (2) current suitability of placement in the special education class.

Referrals are becoming more sophisticated as district personnel are briefed by ESC staff as to what kinds of disabilities to note. The back-log of cases for diagnostic testing is still apparent in the over 200 children who were referred from grades 4-12.

Testing by grade level of children tested is shown in Table V. Only those children within the twenty nine districts have been tabulated as data were lacking on grade levels of those outside the usual ESC service area (29 districts). Also children are counted only once according to the primary reason for referral. The total number varies from that in Table IV as there children are sometimes counted more than once when more than one specialist tested them.

REFERRAL PROCEDURES

All testing is carried on at the request of the school districts. All eight of the districts in which no testing was done in the previous year were on the testing schedule for this year. Each of the twenty nine districts was provided with referral forms at the start of the school year. When these forms are completed, it gives the ESC Psychological Services staff sufficient information for selection of specific tests suitable for the child referred. The referral form may be found in Appendix B. In addition, four regional workshops were held at Vaughn, Socorro, Santa Fe, and Albuquerque by the Psychological Services staff to explain to school district personnel exactly what the function of the division is and what type of services could be provided. Sample materials such as guidance bibliography, suggestions for the use of tests, computer printouts of testing data, etc. were included in the packets distributed to all workshop participants. Considerable attention was paid to referral techniques and to a discussion of what kinds of children should be referred for testing. The greater sophistication in referrals noted above appears to be one result of the workshops. A sample workshop agenda is appended.

TABLE IV

NUMBER OF TESTS ADMINISTERED, NUMBER OF CHILDREN TESTED,
ALL DISTRICTS
July 1, 1967 - December 1, 1968

District	Individual Psych. # children	# tests	Speech and Hearing # children	# tests	Individual Reading # children	# tests
Belen	54	168	4	14		
Bernalillo	43	140	13	40	8	38
Cuba	11	43			4	16
E. Las Vegas	77	235	7	30	1	1
Encino	13	33				
Estancia	2	10				
Ft. Sumner	24	84	4	24	15	52
Gallup	62	123	14	42	4	22
Grants	51	179	6	18		
Jemez Mtn.	3	9				
Jemez Springs	4	17				
Los Lunas	18	44	6	19		
Magdalena	24	72	13	47	10	46
Moriarty	1	3				
Ojo Caliente	15	48				
Pecos	52	174	5	14	1	5
Penasco	5	16	11	30		
Pojoaque	28	72	19	55	6	39
Quemado	6	18				
Ruidoso	13	46	8	24		
Santa Rosa	31	71	5	16	3	12
Socorro	18	43	27	101	14	57

District	Individual Psych. # children	# tests	Speech and Hearing # children	# tests	Individual Reading # children	# tests
Taos	37	91			8	49
T or C	3	8				
Vaughn					18	90
W. Las Vegas	40	124	4	12		
Mora					2	6
Dulce			21	80		
Chama	9	9				
Espanola	5	5				
TOTAL	649	1,885	167	565	94	433

Note: No testing was conducted in:
Corona
Mountainair
Questa

TABLE V

TESTING BY GRADE LEVEL OF CHILDREN TESTED
IN ESC DISTRICTS
July 1, 1967 - December 1, 1968

Grade Level	Individual Psychological Tests		Individual Speech/Hearing Tests		Individual Reading Tests	
	Number	%	Number	%	Number	%
Head Start	33	8.97	15	10.00		
First	65	11.00	32	21.33	5	5.32
Second	44	7.44	28	18.67	16	17.01
Third	57	9.64	33	22.00	15	15.96
Fourth	43	7.28	14	9.33	9	9.57
Fifth	41	6.94	6	4.00	9	9.57
Sixth	30	5.08	3	2.00	13	13.83
Seventh	37	6.26	6	4.00	3	3.20
Eighth	32	5.41			8	8.51
High School	37	6.26	2	1.33	13	13.83
Special Ed.	152	25.72	11	7.34	3	3.20
TOTAL	591	100.00	150	100.00	94	100.00

PSYCHOLOGICAL TESTING

Three staff members were occupied full time with psychological individual testing. A fourth member joined the group late in the year. Three other staff members participated part time when the referral load warranted. A total of 1885 tests were administered and reported during the seventeen month period to December 1, 1968 to a total number of 649 children. Psychological testing was done in all but four districts: Corona, Questa, Mountainair, and Vaughn. Much of the past year's efforts were spent on screening children for special education placement, for Head Start programs, and at the secondary level for case conferences about seriously educationally handicapped children. The testing bus was in use on the average of three days per week. When possible, staff was scheduled into the office for report writing two days a week or into the districts for follow up conferences.

Table VI shows the number of different psychological tests administered during the seventeen months reported.

TABLE VI

NUMBER OF DIFFERENT PSYCHOLOGICAL TESTS GIVEN
BY
EDUCATIONAL SERVICE CENTER
July 1, 1967 to December 1, 1968

TEST	NUMBER
WISC/WAIS	391
Peabody Picture Vocabulary Test	409
Goodenough Intelligence Test	274
Bender Gestalt	414
Columbia Mental Maturity Scale	132
Stanford Binet	36
WPPSI	5
Benton Test of Visual Retention	43
Illinois Test of Psycholinguistic Abilities	15
Berry Visual Motor Integration Test	56
Arthur Adaptation of the Leiter International Performance Scale	43
Raven Progressive Matrices	10
Other	49
TOTAL	1,885

SPEECH AND HEARING TESTING

It may be seen that the majority of children referred for speech evaluations in the period from July 1, 1967 to December 1, 1968, were in the primary grades or in Special Education. It is obvious that a backlog of speech problems still exists but the trend toward earlier diagnosis is beginning to show. Three special oral language and speech programs at Magdalena, Grants, and at the Gallup Indian Dormitory required speech screening for participants suspected of having speech difficulties. Also a large screening program was carried out at Dulce which lies outside the ESC service area.

Speech evaluations were conducted in sixteen districts as compared with nine in the previous year. However, only five of the same districts had been visited by the speech therapist last year. Eleven of the districts had not had any previous help. Districts visited during the year were Belen, Bernalillo, East Las Vegas, Ft. Sumner, Gallup, Grants, Los Lunas, Magdalena, Pecos, Penasco, Pojoaque, Santa Rosa, Socorro, Taos, West Las Vegas and Dulce.

In line with the current emphasis on the development of follow up programs much of the therapist's time is used for case conferences with teachers and with parents when possible. The therapist has made many home visits when parents are unable to come to school. Also much effort and time has been expended in devising materials designed to help specific children or groups of children with a common problem. A list of such materials prepared at ESC may be found on the following pages. A summary of the numbers of speech and hearing tests is shown below in Table VII.

TABLE VII

Speech Evaluations	143
Examination of Speech Mechanism	131
Audiometer Examination	99
Articulation Evaluation	61
Dade County Test of Language Development	
(Oral Language)	12
(Comprehension)	30
Language Proficiency Test	9
TOTAL	485
Dulce Speech Evaluations	80
TOTAL	565

SPEECH AND HEARING MATERIALS DEVELOPED
by
ESC STAFF

General Information regarding the Nature of Speech,
Characteristic Types of Speech Disorders, etc.

Developmental Chart of Speech and Language Skills

Information related to the Establishment and Success of a Speech Improvement Program in the Classroom

1. What is Speech Improvement
2. At What Level do you Begin
3. Steps in Speech Improvement Program
4. The Speech Improvement Period
5. Correlation of Speech Improvement with other Subjects

General Suggestions for the Teacher regarding the Correction of Speech Sounds

Information and material to aid the Teacher in Conducting a Speech Survey

1. Developmental Articulation Test Scoring Blank
2. Test Pictures
3. General Speech Behavior Rating Scale
4. Pupil Evaluation Chart

Basic Treatment of Disorders of Articulation
Steps in Correction of a Misarticulated Sound

Information and Exercises Related to our Speech Helpers

1. Lip exercise
2. Jaw exercise
3. Tongue exercise

Auditory Training Material

1. Developing Listening Skills
2. Auditory Discrimination Material
    1. Music Rhythmic Activities for Auditory Training
    2. Gross Sound Activities for Auditory Training
    3. Exercise related to the Discrimination of Speech
    4. Evaluation Check List for Listening

Information and Exercises related to Improving Vocal Quality

1. Exercise for Developing better Breath Control
2. Exercise for Developing Pitch Range
3. Exercise for Vocal Power
4. Exercise for Soft Palate

Stuttering Handouts

1. Stuttering Malfunction in the Public Schools - casual information Teacher Attitude and Reaction
2. Stuttering: Suggestions for Parents and Teachers

3. Speech and Language Development - Stuttering
4. Parent Information - Stuttering
5. General Information related to Stuttering

Hearing Handouts

1. Signs and symptoms of Children with Hearing Problems
2. Suggestions for the Classroom Teacher of the Hearing Impaired Child

Bibliography of Speech Improvement Materials for Teachers

Booklets of Corrective Exercise for the S, Z, Th, and R Sounds. Included are excerises on the following steps.

1. Ear Training Exercise
2. Producing the Sound in Isolation
3. Producing the Sound in Nonsense Syllables
4. Producing the Sound at the Word Level
5. Sentence Level

List and Description of Speech and Hearing Facilities

Bibliography of Information and Materials related to:

1. Speech and Special Education
2. Speech and Brain Damaged Child
3. Preschool Speech Development
4. Preschool Language Development
5. Speech Improvement Material for the Classroom
6. Bibliography of Material for Vocal Speaking in the Classroom

Activities Encouraging Oral Language Development for the Classroom

READING TESTING

Individual reading tests were given only where a serious reading deficiency was suspected. Many of the reading referrals were cross referrals from ESC staff especially where a perceptual problem was suspected as the cause of the child's academic difficulties. The bulk of the reading specialists' time was devoted to program development and is discussed in the section covering field activities. The group testing listed below occurred in conjunction with the development of special reading programs in the districts concerned and was done because no local facilities existed for scoring and analysis of results. The latter were done by ESC staff. Much of the reading specialists' time has been spent in developing materials to be used by teachers in the classroom with specific individual children. Moreover, since one of the reading specialists was also involved in orientation of tutors for slow learning, much material was devised for tutors to use with the tutees. A list of these materials is to be found on page 69. Reading tests which were administered arelisted in Table VIII. 94 children were tested individually in the following districts: Bernalillo, Cuba, East Las Vegas, Ft. Sumner, Gallup, Magdalena, Mora, Pecos, Pojoaque, Santa Rosa, Socorro, Taos, and Vaughn. Again the specialist can go only where requested. Group testing of 478 children was conducted at Belen, Bernalillo, Gallup, Socorro, and Vaughn. Group tests are summarized in Table IX.

TABLE VIII

Test	Number
Wepman Test of Auditory Discrimination	42
Dolch Basic Sight Words	77
Gilmore Oral Reading Test	34
Gray's Oral Reading Test	15
Informal Reading Inventory	47
Roswell Chall Test	41
McKee Phonics Inventory	12
Wide Range Achievement	26
Durrell Analysis	17
Gates Primary Reading (spelling subtest)	16
Frostig Developmental Test of Visual Perception	41
Slingerland Screening Test for Identifying Children with Specific Language Disability	1
Harris Test of Lateral Dominance	28
Other	36
TOTAL	433

TABLE IX	# Tests	# Pupils
Frostig Developmental Test of Visual Perception (Bernalillo)	60	60
Silent Informal Reading Inventory (Bernalillo)	60	
Nelson Denny (grades 3-9) Bernalillo (pre and post testing)	210	105
Nelson Denny (grades 3-9) Santa Rosa (pre and post testing)	154	79
Two Idioms Tests (pre and post) Zuni	256	64
Two Idioms Tests (pre and post) Church Rock	264	66
Lorge Thorndike (Socorro)	104	104
California Primary Reading Achievement (pre and post testing) Socorro	208	
HELP diagnostic mathematics test (Vaughn)	15	15
TOTAL	1316	478

READING MATERIALS DEVELOPED
BY
ESC STAFF

Arithmetic Manual

Handout on improving questions and techniques in Teaching Classroom Reading

Handout on Teaching Adults

Handout on one way to write an Experience Story

Handout on things to do (Language Experience type things)

Handout on Tutoring in Reading

Handout on Reading Games

Handout on Writing Stories for Children

Handout on Teaching Written English through Guided Composition

Handout on Techniques for Integrated Remedial Language Arts Teaching

Handout on Using Close Procedure

Handout on Teaching Phonics

Handout on Developing Vocabulary

Self Evaluation Quiz for Reading Teachers

Idioms Test

Interest Inventory for Primary Students

Bibliography for Retarded Readers

Fostering development of Auditory Discrimination Skills

How to Teach Vowel sounds

Readiness Activities

"Miscellaneous Suggestions for Developing Language Arts Competencies"
"Considerations in Establishing Individual Prescribed Instructions

Format for Summarizing Instructional Needs (Language Arts) of Class

Checklist for Assessment of Communication Abilities of Student

Tutoring in the Language Arts

How to Administer I.R.I.

Classroom Screening for Reading Difficulties

Materials for Special Education-Life Experience Interview Intermediate Level
- Overview of Curriculum Needs
- Language Arts Unit and Sample Lesson plans

Sample Lessons
- On Overhead
- On Utilizing the Newspaper
- On Adapting Testbook Material
- On Re-writing Stories down to Student Level
- Math
- Self Evaluation Checklist for Pupils (Math)
- Language Experience in Junior High

SUMMARY AND SUGGESTIONS

The Psychological Services staff have accomplished the following objectives set forth in the 1966-67 evaluation report:

1. Testing has been utilized extensively for screening children for placement in special education classes or for early diagnosis of learning disability. There has been a drop in the number of normal children referred for testing.
2. A total evaluative approach has been organized, partly facilitated through the use of the mobile unit, and partly by increased cross referrals among ESC staff. The same child can now be seen efficiently by the psychologist, the speech therapist, and/or the reading specialist where his problems indicate the need for these services.
3. Follow up in the form of curricular and counseling solutions and materials as well as further referrals to appropriate non-school agencies has been intensified.
4. Referral procedures have become more efficeint and district personnel have become more sophisticated as the result of staff orientation efforts.
5. A start has been made in involving total school staff in implementing suggested action for individual children.

An added emphasis is the linking of the individual testing program by ESC staff to a school wide counseling and guidance program where the climate for change has been present in the district. (It must be noted that some of the ESC districts have only recently entered into a guidance program whereas others have had the benefit of an on-going program for several years and are ready to develop an expanded approach.)

A concerted effort by staff members of the ESC psychological division has been made to encourage counselors, school nurses, and other members of the pupil personnel services to engage in group efforts to move more effectively into the area of preventive guidance in the school districts.

Because of the continued efforts on the part of key persons in school districts and the encouragement supplied by ESC consultants, more schools are moving in the direction of group counseling and utilizing the benefits derived by case conferences to improve their overall guidance programs.

It is to be hoped that the continued assumption of responsibility by school districts for preventive work rather than only crisis diagnosis will be encouraged by whatever agencies are designated to provide diagnostic services.

CENTER EVALUATION

In order to measure the reaction of the ESC clients, the superintendents of the 29 school districts presently members of the New Mexico Research and Study Council, a form was sent to each superintendent asking that he indicate any favorable comments on the ESC services for the past year and (2) any criticism he might have of these services. Twenty-three superintendents answered the form letter. Of these, seven enumerated in detail the services they had received, the others made more general comments or remarked on those services which they had found particularly useful. A breakdown of favorable comments follows tallied by how many persons mentioned the item.

1. Requests answered: 4
2. Curriculum aid: 7
3. Psychological services including speech, hearing, and reading testing as well as psychological evaluations: 24
4. Scoring of tests by computer and data processing aid: 10
5. Workshops: 5
6. School reorganization or evaluation assistance: 4
7. Audio-visual help: 1
8. Visit by UNM medical team: 1
9. Provision of services district can not afford: 4
10. Competent staff: 4
11. Help with formulation of educational legislation: 1

Criticisms concentrated primarily on the difficulties occasioned by distances in the State and the lack of sufficient ESC personnel. Seven replies mentioned the above. Two replies stated that more information is needed as to what services are available and two noted that it must

be made clear that a request must precede any services rendered. One said that he had late notification of meetings. Twelve superintendents had no criticism to offer.

CENTER EVALUATION
PROBLEMS AND IMPLICATIONS

The ESC staff is only too cognizant of the problems posed by distance and limited staff. Some delay has been necessary in scheduling testing in response to requests. In order to make efficient use of the mobile testing unit, it is scheduled into one district for two or three days or into adjoining districts to try to complete testing in a given district or area. This procedure has occasionally resulted in answering requests out of the chronological order in which they were received but has been done on grounds of economy of finances and time.

Since elimination of the curriculum division, the psychological services staff has also tried to assist with curricular innovations which lie within each person's competencies in order to continue providing services originally handled by the curriculum division and still requested by the districts. These requests are answered by mail when possible and during a regularly scheduled testing or conference visit otherwise.

The current referral forms have helped the staff schedule in a more organized fashion since the significant disability is noted and the proper specialist can be assigned to the case.

A short test evaluation form has been devised which can be given the district immediately upon completion of testing. The longer report is then mailed later. This cuts the delay between testing and knowing results.

Communications

The ESC newsletter has continued to be published despite a curtailed budget in order to keep the districts informed of progress with the service area.

The four workshops given by the Psychological Services staff have resulted in an overall improvement in requests for testing. This type of information is helpful both to the ESC and to the recipient districts and should be continued. Also participation of staff in statewide meetings e.g. State Guidance and Counseling, New Mexico Council for the Social Studies, and the Fine Arts meeting in Las Cruces, have helped disseminate information about the ESC programs. Probably the best references and publicity have been from principals, teachers, and superintendents who have been satisfied customers. Word of mouth is the most common type of dissemination.

Non-Public School Assistance

Service to non-public schools has been given to several districts. Testing is routinely done in Taos and Santa Rosa for the parochial schools with requests handled by the public school staff. The ESC cooperated with the Santa Fe Archdiocese in sponsoring a summer school program in Albuquerque for remedial classes for both public and non-public school children. The Truchas Presbyterian Day School has been aided in ungrading by ESC staff.

Cooperation with other Agencies

The ESC has continued cooperation with the State Department of Education particularly in the areas of evaluation of programs and migrant education; with the North Central Association for evaluation of school districts; with College of Education personnel from UNM in setting up special education programs; with the New Mexico State Hospital and SWCEL. However, the prime area of cooperation has been with the members of the Research and Study Council in answer to their specific requests for assistance. A list of agencies with which ESC has cooperated is to be found in Appendix A.

PROJECT CONCLUSIONS

The efforts of the Educational Service Center to assist school districts in ways they deemed helpful are stated in this report. What the results have been and will be in terms of pupil achievement cannot be reported here as the Center had no way of evaluating that kind of result. We do have data on pupils we have tested which has already been given to the appropriate districts. The pupils were tested individually and a full evaluation in each case has been forwarded to the professionals in the district.

Changes in curriculum in over 29 districts have been many over a three year period. Together with the work of the Title I staff of the State Department of Education and other individuals of the department the ESC staff has worked with individual districts on a variety of innovations. Among these have been continuous progress, or ungrading, flexible scheduling in high school, team teaching, changes in the role of the counselors toward vocational guidance activity, application of standardized test data, of a mobile unit in occupational and adult education programs, planning and establishment of special education classes, screening of children for special education placement, improving evaluation methods in the districts, and use of case methods for studying learning problems of individual students.

The school districts have been actively seeking our help, so much so that we are now unable to fill the requests coming to us, especially since our staff was cut in half from fiscal 1968 to fiscal 1969. The requests indicate a desire to improve curricula in the schools, especially language programs which are the core of all learning experience for the child. The twenty-nine districts served requested continual help if they were to change

which is a wise position. Without some kind of assistance, change is difficult for any school. The Educational Service Center is proud to have been able to work with these districts as they have repeatedly demonstrated their willingness and capability to improve programs, given sufficient backup of knowledgeable specialists. We wish we could have done much more.

As a result of the cut in budget for fiscal 1969 the Educational Service Center had to choose the function which was of greatest benefit to its districts. As a result of questioning people in the districts it was decided to concentrate on diagnosis of learning difficulties. We decided to answer requests for evaluating those students which the district decided were most in need of special help. Hence we have spent most of our efforts this year assessing those with special learning problems and assisting districts to do their own "first round" evaluations, so that we were not called upon to test masses of students on an individual basis. One of the most promising results of our work this year has been the work of the districts in doing their own screening testing of most of their own students, leaving the "hard core" problems to the ESC for evaluation and follow up.

The toughest problem we all face in the future is lack of proper follow up help for the really hard-core problem learners such as the brain damaged, emotionally disturbed, and those with severe speech, hearing and other health problems affecting their learning capability. There is really little in the way of a resource to which one can be referred for treatment, outside of Bernalillo County. Our districts are not eligible for the Bernalillo County facilities. A Comprehensive Health Program has been instituted for the Northern area of New Mexico, which may offer some promise. The mental health division of the Department of Health and Social Services is most interested in the entire problem and is working hard to provide some kind of back-up service for treatment. These resources must

be included in any serious discussion of planning for special assistance to school districts.

An intermediate school unit was described by Designing Education for the Future as being needed for New Mexico to give diagnostic help to children and special curriculum and data processing assistance to school districts. A system of such units would be an adequate follow up to the efforts of the ESC, but the fate of the intermediate unit is doubtful at best in the planning of the State Department of Education. Certainly it appears that there is no immediate plan for implementation of an intermediate unit.

The possibility of every individual district supporting school psychologists, speech and hearing specialists, curriculum specialists, computer specialists, and reading specialists is so remote under our present district organization as to be impossible. There will never be enough resources for such kind of special help with the limited financial base which exists in our rural areas. Hence an intermediate unit or a center supported by Title III funds or other funds must be considered as the only possible solution for providing the kind of specialists needed to help the school in this area.

Screening children with learning problems demands a sophistication and experience which the ordinary teacher does not have and which most guidance counselors do not have. Counselor training is very poor and it is especially poor in the diagnosis of learning difficulties. The school ordinarily can, if it uses its talents to best effect, sort out gross kinds of learning difficulties. They can identify children with obvious reading, speech, and hearing difficulties. After this first screening those who have been identified with obvious problems then can be tested

for classification of difficulty and reading to a more precise schema. The next step is treatment of learning difficulty to be prescribed by those who know how to program such treatment. This sequence of identification and treatment cannot be done in today's school of New Mexico for lack of the kind of training and experience needed. So outside specialists have to assist the school district people in this task. Our districts have been most aware of the entire problem of organizing for this kind of sequence. They have become adept at first level screening and are entirely convinced of the need to refer learning problems to specialists. Losing the link between specialist and school would be a tragedy for our children and school districts, because the system now works well and quickly. To let this experience disappear will cause a severe loss to our children and will take a very extensive and expensive period of reorganization once it were to be established two or three years from now. No state or local money supported the operation described in this report. It was federal money which was used to supply a need which could not be covered by local or state money. The state can now continue to use Title III money for this purpose if it wishes, for 1969-1970, and as long as Title III money is available.

Facts which should not be lost sight of are that 90% of our children served were below the poverty guideline figure of $3,500 per year income per family.

Functions the Educational Service Center once handled have been handed over to other agencies. For example the State Department of Education arranged to have all districts score their tests and obtain data on the tests from the University of New Mexico measurement center. The Educational Service Center performed this service the first two years

of its existence. The Educational Service Center provided the means for writing a proposal to the office of Economic Opportunity for establishment of an Indian Community Action Program now housed in the University of New Mexico. The Center also wrote a proposal of the Office of Education for the Los Lunas school district for in-service training of teachers in organizing a multicultural school.

The experience of the Educational Service Center has shown that there is a great need for the assistance of outside specialists to help districts begin and continue improved programs. The resources of the Educational Service Center have consisted almost entirely of federal money from Title III, ESEA.

Somehow, for the future, outside help must continue for our districts. If the Educational Service Center is not continued, some other assistance must be provided which can take over the role of specialized curriculum planning.

Appendix A

LIST OF CORRDINATING OR COOPERATING ORGANIZATION AND AGENCIES

The organizations listed below have each interacted cooperatively with the Educational Service Center in some way in the period from July 1, 1967 to December 1, 1968. They are mentioned in the report in the context of the service rendered with their support or cooperation.

1. Albuquerque Model Cities Program
2. Albuquerque Public Schools
3. Albuquerque Urban Renewal Program
4. All Pueblo Council Education Committee
5. Archdiocese of Santa Fe Schools Office
6. Bernalillo County Community Action Program
7. Bernalillo County Planned Parenthood Association
8. Carrie Tingley Children's Hospital
9. Child Development Center, Santa Fe, New Mexico
10. Coordinating Council of New Mexico Secondary Schools and Colleges
11. Eastern New Mexico University, Portales, New Mexico
12. ERIC, Las Cruces, New Mexico
13. Ford Foundation Leadership Program
14. Home Education Livelihood Program (OEO Migrant Project)
15. International Reading Association
16. LULAC, Albuquerque, New Mexico
17. Mexican-American Office, USOE
18. New Mexico Association for Supervision and Curriculum Development
19. New Mexico Bankers' Association
20. New Mexico Chief of State School Finance
21. New Mexico Consumer Finance Association

22. New Mexico Council for Social Studies

23. New Mexico Department of Finance and Administration

24. New Mexico Highlands University

25. New Mexico Institute of Mining and Technology

26. New Mexico Hospital and Social Service Department, Division of Mental Health

27. New Mexico Legislative Council

28. New Mexico Regional Medical Program, Stroke Rehabilitation Unit

29. New Mexico State Department of Education

30. New Mexico State Hospital, Las Vegas, New Mexico

31. New Mexico State University

32. North Central Association

33. Rockefeller Foundation

34. Sandoval County Community Action Board

35. Southwestern Cooperative Educational Laboratory

36. Torrance County Community Action Program

37. United States Bureau of Indian Affairs

38. United States Department of Labor

39. United States Office of Economic Opportunity

40. United States Senate Subcommittee on Indian Education

41. Universidad Autonoma de Guadalajara

42. University of New Mexico Center for Community Action Services

43. University of New Mexico College of Education

44. University of New Mexico Home Improvement Project

45. University of New Mexico School of Medicine, Convulsive Disorders Unit and Pediatric Department

46. VISTA

Appendix B

PSYCHOLOGICAL, GUIDANCE, AND SPEECH SERVICES WORKSHOP
EDUCATIONAL SERVICE CENTER
ALBUQUERQUE, NEW MEXICO

Student Union Building - U.N.M.
(Rooms 250C, D, and E)

Thursday, January 11, 1968

8:45 a.m.	Coffee	
9:00 a.m.	General Session (Room 250C) Welcome	Dr. Patrick D. Lynch, Director, ESC
	Introduction of Guests and Participants	Bryan McOlash
9:30 a.m.	Measurement-Testing Problems in New Mexico	Dr. Patrick D. Lynch
10:00 a.m.	Individual Evaluations - Referral Procedures	Albert Hiat, School Psychologist
10:15 a.m.	Coffee	
10:30 a.m.	Individual Evaluations - Psychological Testing	Margery Fries, School Psychologist
11:00 a.m.	Group Sessions - Areas of Interest	
	I. (Room 250C)	
	Computer Scoring of Group Tests	Mick McMahan, Test and Computer Consultant
	Data Collection at the Local Level	Pat Kelly, Evaluation Consultant
	II. (Room 250D)	
	Speech Evaluation & Speech Correction	Mary Bonachea, Speech Correction Consultant
	III. (Room 250E)	
	Special Education	A. M. Conekin, Chief Psychologist
NOON	LUNCH BREAK	
1:00 p.m.	Group Sessions	
	I. (Room 250C) Guidance Services	Joe Ulibarri, Director of Guidance Services; Bill Johnson, Guidance Consultant; Ed Tangman, Manpower Training Consultant
	II. (Room 250D) Speech Evaluation and Speech Correction	Mary Bonachea
	III. (Room 250E) School Psychology	Margery Fries, Albert Hiat, Bryan McOlash

2:00 p.m. Group Sessions

1. (Room 250C)
   Computer Scoring of Group Tests----------Mick McMahan
   Data Collection at the Local Level---------Pat Kelly

II. (Room 250E) Special Education----------A. M. Conekin

III. (Room 250D) Guidance Services----------Joe Ulibarri
Bill Johnson
Ed Tangman

3:00 p.m. Coffee

(General Summary)

MONTH October 1960 — MOBILE TEST UNIT CHEI

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2 RUIDOSO B.McOlash J.Ulibarri ENCINO J.Mortimer M.Fries A.Hiat	3 RUIDOSO B.McOlash J.Ulibarri SOCORRO M.Bonachea	4 RUIDOSO B.McOlash J.Ulibarri MORIARTY B.Johnson
7 MAGDALENA J.Mortimer M.Fries	8	9 A.Hiat, B.McOlash, J.Ulibarri	10 ENCINO J.Mortimer, M.Fries	11 B.Johnson SOCORRO J.Ulibarri
14 STAFF MEET CUBA J.Morris, B.McOlash, J.Ulibarri	15 OJO CALIENTE B. Johnson	16 TAOS B.McOlash M.Bonachea J.Ulibarri J.Mortimer A.Hiat QUESTA B.Johnson	17 TAOS B.McOlash A.Hiat J.Ulibarri PENASCO B.Johnson	18 ESTANCIA B.McOlash CORONA B.Johnson
21 FT. SUMNER J.Mortimer A.Hiat B.McOlash J.Ulibarri	22	23 N. M. E. A. CONVENTION	24	25
28 QUEMADO J.Ulibarri	29	30 FT. SUMNER B.McOlash, A.Hiat, J. Mortimer, J. Ulibarri, B.Johnson	31	

MONTH Nov 19__ MOBILE TESTING UNIT SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
4 BERNALILLO M.Bonachea BELEN M.Fries	5	6 LOS LUNAS J.Mortimer COCHITI M.Fries SOCORRO M.Bonachea T or C Hiat,Ulibarri,McOlash	7 GALLINA J.Mortimer BELEN M.Fries	8 DR. PAINE A.Hiat B.McOlash M.Fries MORIARITY B.Johnson CUBA J.Morris,J.Ulibarri
11 STAFF MEET ENCINO J.Ulibarri	12 SOCORRO M.Fries JEMEZ MTN. J.Ulibarri	13 ZUNI J.Legant POJOAQUE J.Mortimer M.Bonachea JEMEZ MTN J.Ulibarri	14 ENCINO J.Mortimer CUBA J.Ulibarri FT. SUMNER B.Johnson,Hiat, MCOlash, Fries	15
18 CORONA B.Johnson SANTA DOMINGO A.Hiat	19 QUESTA B.Johnson COCHITI M.Fries BERNALILLO A.Hiat	20 FT. SUMNER J.Mortimer PENASCO B.Johnson QUEMADO B.McOlash,J.Ulibarri	21 W.LAS VEGAS J.Ulibarri B.McOlash A.Hiat FT.SUMNER B.Johnson BELEN M.Fries	22 DR. PAINE B.McOlash A.Hiat M.Fries MORIARTY B.Johnson
25 SOCORRO J.Mortimer M.Fries	26 E. LAS VEGAS J.Ulibarri B.McOlash A.Hiat	27	28 THANKSGIVING	29

MONTH December, 1968 — MOBILE TESTING UNIT SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 ← A. Hiat, B. McOlash, M. Fries	3 BELEN	4 J. Ulibarri → SANTA ROSA → J. Mortimer BERNALILLO ← M. Bonachea	5 T OR C ↔ A. Hiat, B.Johnson, B.McOlash BERNALILLO → M. Bonachea	6
9 WEST LAS VEGAS ↔ A.Hiat, B.McOlash, M.Fries	10 CORONA ↔ B.Johnson LOS LUNAS ↔ M.Bonahea J. Mortimer	11 TAOS ↔ M.Bonachea J. Mortimer	12 FT. SUMNER → J.Mortimer M.Bonachea B.McOlash M.Fries JEMEZ MTN. ↔ A.Hiat J.Ulibarri	13 DR. PAINE ↔ M.Bonachea B.McOlash J.Mortimer A.Hiat MORIARTY ↔ B. Johnson
16 MAGDALENA → J.Mortimer B.McOlash M.Fries A.Hiat QUESTA ↔ B.Johnson	17 CUBA ↔ J.Ulibarri PENASCO ↔ B.Johnson	18 JEMEZ MTN. → FT. SUMNER → B. Johnson EAST LAS VEGAS ↔ J.Mortimer,B.McOlash,A.Hiat,M.Bonachea	19	20 DR. PAINE ↔ A.Hiat M.Fries J.Mortimer B.McOlash
23 OFFICE	24 OFFICE	25 CHRISTMAS	26	27
30 OFFICE	31			

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EDUCATIONAL SERVICE CENTER
3205 Central N. E.
ALBUQUERQUE, NEW MEXICO 87106

Dr. Patrick D. Lynch, Director

Phones: 842-3758-842-3759
842-3750-842-3721

REQUEST FOR PSYCHOLOGICAL, READING OR SPEECH SERVICES

PUPIL'S NAME_____

Date of Birth_____School_____Grade_____

CHECK APPROPRIATE ITEM(S)

Psychological Problem_____
Reading Problem_____
Speech Problem_____

Reason for Referral - Nature of Problem: (State Briefly).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature of person making request

_____
(Title)

PSYCHOLOGICAL EVALUATION
Preliminary Report

NAME :_____

SEX :_____

AGE :_____ DATE OF BIRTH:_____

GRADE:_____ SCHOOL:_____

REFERRED BY_____

TESTED_____

EVALUATION BY:_____
Educational Service Center
3205 Central N. E.
Albuquerque, New Mexico

TEST RESULTS:

WISC
Verbal IQ _____
Performance IQ _____
Full Scale IQ _____
Full Scale Classification_____

_____

_____

_____

REASON FOR REFERRAL:_____

_____

_____

OBSERVATION and/or RECOMMENDATIONS:_____

_____

_____

_____

_____

_____

_____

September 27, 1968

Dr. Patrick D. Lynch
3205 Central Avenue, N.E.
Albuquerque, New Mexico 87106

Dear Dr. Lynch:

The following comprises a summary of the visits conducted by members of the Department of Pediatrics to various school districts during the 1967-68 academic year.

The basic reasons that we undertook these visits were three. As you know, the initial stimulus was a consequence of a contact from the Educational Service Center regarding medical problems that were believed possibly to be interfering with learning abilities in these outlying areas. Coupled with this was the expressed concern of the Educational Service Center regarding the paucity of medical facilities in these communities to which these children could be referred for definitive answers. At first my response was that we would try to make arrangements to see these children in Albuquerque at the University of New Mexico School of Medicine; on second thought it seemed better to see them in the local areas. The second reason that we undertook these visits was our feeling that it would be a useful learning experience for interns, residents and medical students. The third reason was my personal desire to see firsthand the nature of problems in medical care in some of these outlying areas.

Six visits were made during this year, and a total of 159 children were seen by members of the Department of Pediatrics. All were referred by local school authorities because of their concern that there might be health problems that interfered with the education of these specific children. The communities visited and the number of children seen were Estancia (24), Cuba (28), El Rito (18), Jemez Mountain (15), Encino (44), and Pecos (30).

The team that visited these communities included a full-time faculty member of the Department of Pediatrics on each occasion.

In addition, at least two physicians in training, including residents, interns and medical students, accompanied the staff member on the visit. All patients were seen initially by the physician in training, subsequent to which the staff member reviewed the problem, examined the patient and made the final decision as to an appropriate recommendation. A complete report, comprising recommendations regarding each child seen, was subsequently sent to the school nurse in each of these communities. In addition, when it appeared that an urgent referral was required to Crippled Children's Services or some other agency, a special letter was sent to the nurse regarding that child with the recommendation that it be used as the referring letter.

I have reviewed very carefully the records of these visits. Without going into specific diagnoses and individual recommendations, the results may be described as follows. I divided the diagnoses and recommendations into four categories.

Forty-six of the 159 children were thought to have serious or otherwise important medical disorders requiring sophisticated medical care. Chief among these disorders were cardiac, orthopedic and neurologic disorders. Accordingly, it was recommended that these children be sent to their private physician or some other appropriate agency for further diagnostic and therapeutic measures.

Sixteen children were thought by the local school authorities to have medical problems which interfered with the learning process, but on careful examination no such cause could be found. Accordingly each of these 16 children was referred back to the Educational Service Center for such examinations as psychological testing, audiometry and other evaluations.

Nineteen children were found to have rather minor problems which were treated by simple advice to the parent at the time of the visit.

Seventy-eight children were found to have no organic basis for their problems. Accordingly, we simply reassured the parents and the school nurse that no medical problems existed. By far the majority of this group comprised children with heart murmurs. Indeed, we saw 49 children with heart murmurs who had been submitted to various types of restrictions at one time or another during their lives. Only five of these 49 children actually had

evidence of organic heart disease; these five are included in the first group and were referred elsewhere for care. Forty-four of them had what are termed innocent or functional murmurs, entirely normal, which should have caused no concern whatsoever.

We sincerely hope that these visits were of assistance to the local school districts and to the Educational Service Center. From our own standpoint, several benefits did accrue. First of all, it did give the staff and the medical students an opportunity to see what difficult problems really do exist in outlying areas in New Mexico. Secondly, the staff was surprised to find what a remarkable opportunity this kind of thing is in terms of evaluating the ability of a medical student or house officer to approach problems. In this kind of situation, on a one-to-one basis, we were able to make much better assessments of the abilities and needs of our students and house officers. Finally, our visit to one community (Estancia) has resulted in an experiment in medical care which involves the entire School and indeed the State of New Mexico in terms of trying to find an approach to health problems in these communities.

Very briefly, Estancia is a community of 800 people; probably an additional 2,000 or 3,000 people in the surrounding areas come to Estancia for commercial, educational and other purposes.

Unfortunately, medical care is something that Estancia sorely lacks. For many years there was a much beloved general practitioner there; subsequent to his death the town was left without a doctor, and attempts to recruit such a person were fruitless. However, approximately 3-1/2 years ago, in cooperation with the Sears-Roebuck Foundation, a clinic was established there which did succeed in attracting a general practitioner. This man did a very good job, but sadly enough he left after two years. Accordingly, the town has been without medical aid for nearly two years at this time. The nearest physician is approximately 25 miles away (in Mountainair); many of the people in Estancia must travel all the way to Albuquerque, 60 miles distant, for medical help.

Both nationally and in the State of New Mexico it is quite apparent that the general practitioner is rapidly becoming a thing of the past. Whether we like it or not, the age of specialization is here. Accordingly, it is unlikely that Estancia will be able to procure a competent general practitioner. Even if

Estancia does find such a person, there are many other communities in New Mexico with similar needs that will go without a doctor.

Following our visit to Estancia it occurred to us that the needs of this community might be answered by a different approach to medical care. The basis for this idea is the fact that many of the medical problems that we saw in Estancia were a consequence of neglected minor problems which then became major. Major disease really seemed to be taken care of pretty well in Estancia; there are very few problems too serious to be transported to Albuquerque. In addition, routine procedures, such as immunizations, seemed to be taken care of fairly well in the schools.

Recognizing this fact, plus the fact that a great deal of minor disease can be handled by a well trained professional who is not necessarily a physician, we decided to try to set up an experimental program by which a competent and specially trained nurse would be installed in the Estancia Clinic to take care of these minor, on-the-spot problems. During the past seven months we have conducted numerous meetings with people in Estancia, and have received maximum encouragement and support. We have received the endorsement of all of the individuals and agencies who might be involved, including Mr. John Jasper, the State Board of Medical Lincensure, the State Health Department, and the Medical Association. Presently, we are attempting to obtain a final reading on the legality of this project from the Attorney General; at this writing it seems that the winds are going to blow in our favor, but if they do not, we have received enough support from members of the State Legislature that it will be submitted as a special bill this winter.

Accordingly we have gone ahead with our plan. We have procured a grant from the Sears-Roebuck Foundation for the initial training of the nurse. We are presently seeking additional help from the Regional Medical Program for its continuation. Parenthetically, I should state that both the citizens of Estancia and we feel that the thing should pay for itself; the money that we have obtained and are seeking from outside sources is simply seed and backup money. Our present plan includes opening the clinic sometime after the first of the year.

It is hoped that this experiment might serve as a model for other

small communities within the State of New Mexico. To cite a single example, would it be possible for the medical problems of Mora to be handled in a similar fashion out of Las Vegas? Such a nurse could receive backup from Las Vegas, just as the nurse in Estancia will be in constant telephone contact with The University of New Mexico School of Medicine and thus receive all necessary help and consultation.

I think this summarizes reasonably well our expereinces and conclusions regarding visits to these outlying areas by members of the Department of Pediatrics. From my standpoint it has been a most interesting, educational, and profitable experience. I hope that it also was from yours.

Sincerely yours,

Edward A. Mortimer, Jr., M.D.
Professor and Chairman

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